DOCUMENT RESUME

ED 129 874 88 TM 005 675

TITLE	Year Round High Schools for Phoenix. Final Evaluation Report: A Review of Objectives (1974-75).
INSTITUTION	Phoenix Union High School District, Ariz.
SPONS AGENCY	Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.
PUB DATE	30 Jun 75
NOTE	36p.; Not available in hard copy due to marginal legibility of original document
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Educational Innovation; *Educational Objectives; Employment Opportunities; Evaluation Methods; Individualized Instruction; Information Dissemination; Inservice Education; Parent Attitudes; Participant Satisfaction; Program Effectiveness; *Program Evaluation; School Holding Power; Senior High Schools; Space Utilization; Surveys; Teacher Attitudes; Vocational Development; *Vocational Education; *Year Round Schools
IDENTIFIERS	Arizona (Phoenix); Elementary Secondary Education Act Title III; ESEA Title III; *Phoenix Arizona Union High School District

ABSTRACT

On the basis of a needs assessment conducted by the Phoenix Union High School District a proposal for partial Elementary and Secondary Education Act (ESEA) Title III funding was submitted in January, 1972. Goals for Year Round Schools for Phoenix were: (1) to provide a specially designed curriculum and a uniquely trained staff for the twelve month school in order to effect an instructional program which is flexible, innovative and individualized for students; (2) to institute a service whereby students will be provided with employment during the time when they are not attending school; (3) to provide each student with either the skills necessary for further education, or a saleable career skill upon graduation from high school; and (4) to demonstrate that the twelve month school concept will result in significant capital savings by fully utilizing facilities and equipment. South Mountain High School was selected as the pilot school for the implementation of the program. The purpose of this report is to summarize the effectiveness of the Year Round School Program in attaining specified objectives and to make recommendations for the future status of the Year Round School program at South Mountain High School. Each of the objectives of the project are stated and are evaluated separately. The evaluation of each objective is discussed and determination is made of whether the objective was achieved or not achieved. (MV)

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ED129874

YEAR ROUND HIGH SCHOOLS FOR PHOENIX

Final Evaluation Report:

A review of Objectives (1974-75)

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June 30, 1975

TM005 675

INTRODUCTION

As a major part of the YEAR ROUND SCHOOLS FOR PHOENIX: END OF PROJECT REPORT the succeeding pages contain the following elements which comprise the FINAL EVALUATION REPORT:

First, the Project Abstract is presented as ancillary material to serve as a reference base for the three years of this ESEA Title III Project.

The Evaluation Design presents some remarks regarding those general parameters of the evaluation aspect as well as some specific restrictions to the application of data.

Finally, the Evaluation of Objectives presents a review of each objective. The review of each objective sometimes goes beyond the requirements as stated in the Year Round School Continuation Proposal (1974-75). At no point do the evaluative techniques or design fail to include the intent of an objective. While adhering to this same principle some minor modification became necessary in a few instances. Any modification was made with the knowledge of and approval of Project Auditors, the Title III Office of the Arizona State Department of Education, and Year Round School staff.

The FINAL EVALUATION REPORT: EVALUATION OF OBJECTIVES was conducted jointly by Dr. Gary Estes, Federal Programs Evaluator for the Phoenix Union High School System, Project Director Martin Sincoff, and Assistant Director Dr. Tom Reid.

PROJECT ABSTRACT

Review of Statement of Needs

An extensive assessment of educational needs was conducted by the Phoenix Union High School System prior to January, 1972. The assessment was coordinated by a joint committee composed of four representatives appointed by the Classroom Teachers Association and three administrators chosen by the District Administrative-Supervisory Association.

A statement of needs was ultimately developed on the basis of contributions made by area businessmen, civic organizations, the Arizona State Department of Education, Arizona State University, organizations for professional educators, parents and taxpayers, and high school students. That statement identified the following general needs:

1. A need to confront problems resulting from rapid population growth and urbanization.

2. A need to be accountable to taxpayers for prudent use of resources during a period of spiraling educational costs.

3. A need to provide a program offering equal educational opportunities in a complex and diverse society, and which would provide students with skills, attitudes, and knowledge necessary to cope with the future.

4. A need to respond to public objections to wastefulness of facilities and equipment.

5. A need to enhance the professional status and the earning power of teachers.

Overview of the Project

On the basis of the needs assessment which had been conducted by the district a proposal for partial ESEA Title III funding was submitted in January, 1972. The following goals were established for the project, Year Round High Schools for Phoenix:

1. To provide a specially designed curriculum and uniquely trained staff for the twelve month school in order to effect an instructional program which is flexible, innovative, and individualized for students.

2. To institute a service whereby students will be provided with employment during the time when they are not attending school.

3. To provide each student with either the skills necessary for further education, or a saleable career skill upon graduation from high school.

4. To demonstrate that the twelve month school concept will result in significant capital savings by fully utilizing facilities and equipment.

The project set forth a four-phase plan for developing and field testing a four-quarter plan for year round school operation.

PHASE I:	Selection of a Pilot School	1971-72
PHASE II:	Planning and Curriculum Development	1972-73
PHASE III:	Initiating the Pilot Program	1973-74
PHASE IV:	Verification	1974-75

Phases II, III, and IV were approved to be carried through to culmination with the assistance of funding by ESEA Title III.

South Mountain High School was selected from the eleven high schools in the district as the pilot school for implementation of the year round school. This school was selected on the basis of three criteria:

1. Receptiveness of unit administration, staff, and community.
2. Availability of refrigerated facilities.
3. Student enrollment at, or near, capacity with no major plant additions scheduled for at least four years.

By June 30, 1974, Phases I, II, and III will have been fully or partially accomplished (See Part III). During the final year of operation under ESEA Title III funding, 1974-75, the primary focus of the project will be on Phase IV, Verification. Emphasis will be placed on the following kinds of activities:

1. Conducting and modifying the pilot program.
2. Evaluating product and process outcomes.
3. Disseminating information on the development, operation and outcomes of the project.
4. Developing a recommendation for the district regarding system-wide adoption of the year round school based on results of the pilot program.

Because of the unique characteristics of the pilot school, special attention has been given to developing the optional four-quarter school year as an intervention strategy to confront problems characteristic of "inner city" schools such as (A) financial hardship, (B) disinterest in school, (C) poor attendance, (D) low achievement, (E) high dropout rate, and (F) high transfer rate to other district high schools. The objectives of the project for 1974-75 were directed toward desired outcomes in these areas of concern.

(Continuation Sheet)

PROJECT ABSTRACTS (ESEA Title III)	STATE	TOTAL PROJECT PERIOD	FROM (Month and year)	TO (Month and year)
	Arizona		7-1-74	7-1-75

PROJECT NO. 07-210-12-72-043-2

TITLE OF PROJECT:
Year Round High Schools for Phoenix

GRANTEE NAME AND ADDRESS:
Phoenix Union High School System 210
2526 West Osborn, Phoenix, AZ 85017

PROJECT FUNDING LEVEL FOR PROJECT PERIOD	FY 70	FY 71	FY 72	FY 73	FY 74	FY 75
	$ ——	$ ——	$ ——	$64,812	$ 58,700	$ 59,644

PRIMARY TARGET POPULATION (See Instructions):
Students and professional staff: South Mountain High School

NUMBER SERVED
2316

PARAGRAPH DESCRIPTION:
The project is to develop and implement an extended school year program organized on the elective four-quarter plan, and to operate such a program at a pilot school, South Mountain High School, during 1973-74 and 1974-75. The project intends to resolve legal and procedural problems, develop a full quarter-course curriculum, and test the feasibility of the elective four-quarter plan.

MAJOR OBJECTIVES:
1.1 To schedule all students on a four quarter schedule.
1.2 To develop instructional activities to individualize instruction.
1.3 To reduce student absenteeism rate.
1.4 To reduce student dropout rate.
1.5 To increase student re-entry rate.
1.6 To increase pre-enrollment for Summer Session (1975).
(see Continuation, MAJOR OBJECTIVES, next page)

ACTIVITIES TO ACHIEVE OBJECTIVES:
1.1 All classes will be scheduled on a 4 quarter master schedule.
1.2 A series of individualized learning packets will be developed.
1.3 More appealing courses and class flexibility will encourage students to attend classes.
1.4 Curricular revision and job placement will encourage students to remain in school.
1.5 Curricular offerings and more re-entry periods will encourage students to re-enter school.
1.6 Improved job opportunities and guidance activities will encourage students to enroll in
(See Continuation, ACTIVITIES TO ACHIEVE OBJECTIVES, next page) the summer.

EVALUATION STRATEGY:
Data were collected from project records, standardized tests, opinionnaires, student enrollment and attendance records, and curriculum documents as a basis for evaluation of objectives 1.1 through 4.1d above.

EVALUATION FINDINGS:
Objectives 1.1, 1.2, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 2.1, 4.1a, 4.1b, 4.1c, and 4.1d were achieved to the expected degree.
Objectives 1.3 and 1.7 were not achieved to the expected degree.
Objective 1.4 was not achieved.

MAJOR OBJECTIVE (Continued)

1.7 To increase eighth grade pre-enrollment for Elective Sessions Program.
1.8 To survey student attitude toward Year Round School.
1.9 To survey faculty attitude toward Year Round School.
1.10 To survey parental attitude toward Year Round School.
1.11 To disseminate information concerning Year Round School.
2.1 To place students in jobs during their recess quarter
4.1a To summarize achievement or non-achievement of all objectives.
4.1b To compare per pupil operational costs of Year Round School.
4.1c To summarize utilization of facilities during school year.
4.1d To submit a final recommendation concerning the Year Round School project to the Board of Education

ACTIVITIES TO ACHIEVE MAJOR OBJECTIVES (Continued)

1.7 The project staff and the availability of job opportunities will encourage students to enroll in the Year Round School.
1.8 A preference opinionnaire will be administered to students.
1.9 A preference opinionnaire will be administered to the faculty.
1.10 A preference opinionnaire will be administered to parents of South Mountain High School students.
1.11 Descriptive brochures, a weekly newsletter, a slide/tape presentation and other program presentations will be used to disseminate information.
2.1 A full-time Jobs Coordinator will counsel and place students in jobs during their recess quarter.
4.1a An analysis of achievement/non-achievement of each objective will be presented in the End of Project Report.
4.1b A cost analysis of per pupil costs will be presented in the End of Project Report.
4.1c A summary of the effects of the Year Round School utilization of facilities will be presented in the End of Project Report.
4.1d A recommendation concerning the future of the Year Round School Project will be presented in the End of Project Report.

EVALUATION DESIGN

The Year Round School Continuation Proposal for 1974-75 contained 13 objectives which were established and adopted by the Phoenix Union High School System. Evaluation procedures were specified for each objective contained in the Continuation Proposal (1974-75). The evaluation of each objective is presented in the following pages. Notations are made when the evaluation of an objective was altered from the evaluation plan contained in the 1974-75 Year Round School Continuation Proposal.

As stated previously, a Year Round School program has been implemented at South Mountain High School. The 1974-75 school year is the first year for a summer session and a full year-round schedule. The purpose of this evaluation report is to summarize the effectiveness of the Year Round School program in attaining specified objectives and to make recommendations for the future status of the Year Round School program at South Mountain High School.

Readers of this report need to maintain a distinction between an evaluation of the Year Round School Program at South Mountain High School and an evaluation of South Mountain High School or the South Mountain High School faculty, administration or students. It becomes readily obervable that it is not always possible to make a clear distinction in these variables in evaluating some of the objectives of the Year Round School. For example, if there were a change in the dropout rate at South Mountain High School from 1972-73 to 1973-74, the change might not be directly attributable to the Year Round School Program. The change might be a function of the different administrative personnel for the two time periods.

An attempt has been made where applicable to discuss any limitations in interpreting the evaluation of an objective. The discussions include comments about other factors which might have affected the variables measured in the objective. It is hoped that the following report is a clear presentation of an evaluation of the 1974-75 Year Round School objectives and that appropriate qualifications have been stated.

EVALUATION OF OBJECTIVES

DESCRIPTION: OBJECTIVE 1.1

All classes for the 2,400 pupils who will attend South Mountain High School during the 1974-75 school year will be scheduled under the Elective Four-Quarter Plan.

EVALUATION: OBJECTIVE 1.1

Objective 1.1 was successfully attained as South Mountain High School operated under a Four-Quarter Plan in 1974-75. Master schedules of classes for each quarter are contained in Appendix A of this report. These schedules provided for 53 class days each quarter in accordance with time periods specified in the 1974-75 ESEA Title III Year Round School Continuation Proposal. Schedules enabled students to choose one of the four quarters as their vacation-quarter. The Four-Quarter Plan was designed so that students who re-entered after their vacation-quarter were able to resume classes at appropriate stages.

OBJECTIVE 1.1 ACHIEVED

DESCRIPTION: OBJECTIVE 1.2

Fifty Classroom teachers from the South Mountain High School staff will participate in a program of in-service education to (A) assist teachers in working with under-achievers from an "inner city" population, and (B) help teachers to organize instruction to accommodate individual differences among learners.

EVALUATION: OBJECTIVE 1.2

As described above Objective 1.2 can be evaluated from two dimensions. Dimension (A) pertains to assisting teachers in working with under-achievers from an inner city population. Because the faculty of South Mountain High School was scheduled to attend numerous meetings during 1974-75 in preparation for a North Central Evaluation in 1975-76, the decision was made to postpone any separate inservice program which would sensitize teachers to the needs of inner city youth. Objective 1.2 (A) was altered presuming that the intent of the objective would surface in an already abundant schedule of inservice meetings for teachers preparing for a North Central Evaluation.

The description of Objective 1.2 (B) as well as the evaluation of Objective 1.2 in total designates that fifty (50) individualized learning packets would be developed by teachers from the faculty at large. With the cooperation of the Administration of South Mountain High School and the approval of the Title III Office of the Arizona State Department of Education (Appendix B), Objective 1.2 (B) was also altered in design and intent. Whereas the original objective would have resulted in fifty learning packets from numerous academic areas, the decision was made to produce a set of packets from one academic area only. In this way the pragmatic value of the packets would be greatly enhanced. As a result, a set of thirty-six learning packets pertaining to the skills of English Composition were produced by the South Mountain High School English Department. As noted in the Year Round School Audit Report of May 15, 1975, wherein this decision was noted as commendable, the learning packets have applicability beyond the English classroom in other content areas and modified as such the objective has been successfully accomplished.

OBJECTIVE 1.2 ACHIEVED AS MODIFIED

DESCRIPTION: OBJECTIVE 1.3

The percentage of students reported absent from school during the second and third sessions of the 1974-75 school year will show a reduction of one-fifth (20%) from the percentage of students reported absent from school during the months of September through February, 1972-73.

EVALUATION: OBJECTIVE 1.3

The purpose of Objective 1.3 was to assess the effect of a Year Round School program on student attendance. It was felt that by providing a more relevant and appealing quarter-course curriculum, increased flexibility in choosing quarter courses and attendance quarters, and the service of a full-time Jobs Coordinator that students would have an increased desire to attend classes thereby improving attendance at South Mountain High School.

The 1972-73 year was chosen as the base for comparison because that was the last year South Mountain was on a two-semester plan. A Four Quarter Plan existed during the 1973-74 school year from September, 1974, through June, 1975, but did not include a summer-quarter. This necessitated all students attending South Mountain High School during the three quarters in 1973-74.

In order to meet the Year Round School objective of reducing the absence rate, the 1974-75 absence rates for the second and third quarters may not be greater than 80% of the 1972-73 absence rate for the first six reporting months. These time periods were chosen in order to control seasonal or time variations in attendance patterns. Absence rates for these time periods are provided in Table I for South Mountain High School and the Phoenix Union High School System in 1972-73, 1973-74, and 1974-75. To meet Objective 1.3 the absence rate for 1974-75 had to be less than or equal to 11.4% (14.3% x .80 = 11.4%). Since the absence rate at South Mountain High School for 1974-75 was 14.0% Objective 1.3 was not met.

TABLE 1

Absence Rate for South Mountain and the PUHS System for Three Years*

	1972-73	1973-74	1974-75
South Mountain	14.3%	14.3%	14.0%
PUHS System	8.5%	8.5%	7.5%

*Absence rates are for the first six months in 1972-73; First and Second sessions in 1973-74; and Second and Third sessions in 1974-75. All periods are from September to February.

It is difficult to identify all the factors in addition to the Year Round School which might have affected the absence rate at South Mountain High School. It would be tenuous to attribute a change in absence rate or any other variable to the effects of a Year Round School program only on the basis of a single-year, one-school study. The most appropriate conclusion at this stage appears to be that Year Round School did not have an effect on absence rates.

The drop in absence rates for South Mountain High School (14.3% to 14.0%) and the System (8.5% to 7.5%) is most likely a function of the decision to drop from membership those students absent for more than 10 consecutive days and not a function of any particular school plan of operation. Stated differently, the change is probably not an increase in the proportion of days students attend school but rather an effect of a new attendance policy.

OBJECTIVE 1.3 NOT ACHIEVED

DESCRIPTION: OBJECTIVE 1.4

During the second and third sessions of the 1974-75 school year the percentage of students withdrawing from South Mountain High School under Code W_7 will show a reduction of one-fifth (20%) from the percentage of students attending that school who withdrew under Code W_7 during the first six reporting periods of the 1972-73 school year.

EVALUATION: OBJECTIVE 1.4

The purpose of Objective 1.4 was to assess the effects of the Year Round School program on the dropout rate. It was projected that the dropout rate would be decreased by providing a more relevant and appealing quarter-course curriculum, an opportunity to change courses more frequently and to select their quarters of attendance, and by providing the services of a full-time Jobs Coordinator. The limitations discussed in Objective 1.3 in assessing the Year Round School as a factor affecting attendance are applicable to Objective 1.4.

The 1972-73 school year was chosen as the baseline for comparison of student withdrawals (as in Objective 1.3). A W_7 is defined as a "pupil withdrawn for other reasons." Students who transfer to other schools, move out of the district, leave school after passing the compulsory attendance age, are issued work permits or graduate prior to the end of the year are not classified as W_7's. An R_5 is defined as a pupil "unexpectedly re-entering this school after withdrawal from this school."

Although the W_7 classification may include students who are not "true dropouts" it should be noted that the dropout rates which follow were computed in comparable ways. In other words, the same variables are used for the dropout rates for each year and each school or the System. The dropout rates were computed by taking the number of W_7's minus the number of R_5's and dividing this difference by the Total Entries. It was decided to use this definition of dropout rates instead of the definition outlined in the Year Round School Continuation Proposal for 1974-75 because:

(1) It is consistent with the Phoenix Union High School System method of computing dropout rates.

(2) The method outlined in the continuation proposal counts some students twice and yields an overestimate of the dropout rate.

TABLE 2

Dropout Rates for South Mountain and the PUHS System for Three Years*

	1972-73	1973-74	1974-75
South Mountain	12.1%	17.8%	15.4%
PUHS System	x	9.4%	9.0%

*Dropout rates are for the first six months in 1972-73; First and Second quarters in 1973-74; and Second and Third quarters in 1974-75. All rates are for periods from September to February.

To meet Objective 1.4 the dropout rate for 1974-75 had to be less than or equal to 9.7% (12.1% x .80 = 9.7%). The dropout rate for 1974-75 was 15.4%; since the dropout rate increased 3.3% from 1972-73 to 1974-75 this objective was not met.

One factor which affected dropout rates was a change in administrative policies. Some students who would have been retained under 1972-73 policies were dropped from membership in 1974-75. The policies were affected by: (1) a change in South Mountain High School's administrative personnel and subsequently more stringent rules in an effort to improve the instructional climate, and (2) a change in District policy to drop from membership students absent more than 10 consecutive days. The effect of the first policy change is evident in the increased number of South Mountain High School students suspended for more than 10 days from four (4) in 1972-73 to thirty-eight (38) in 1974-75. Dropout rates with these students deleted are 12.0% and 14.1% for 1972-73 and 1974-75 respectively, or a 2.1% increase.

In any case, the dropout rate at South Mountain High School did not decrease from 1972-73 to 1974-75. The administration at South Mountain High School has made definite plans to deal with this dropout rate and it might be that the strategies developed will be effective in reducing dropout rates. There is no evidence to date that the Year Round School *per se* has been a factor in reducing the dropout rate. In summary, the Year Round School program did not meet the objective dealing with dropout rates.

OBJECTIVE 1.4 NOT ACHIEVED

DESCRIPTION: OBJECTIVE 1.5

The percentage of former students who had withdrawn from South Mountain High School and re-enrolled during the second and third sessions, 1974-75, under re-entry Code R_5, will be one and one-half times (150%) the percentage who re-enrolled under Code R_5 during the first six reporting months, 1972-73.

EVALUATION: OBJECTIVE 1.5

Objective 1.5 is addressed to the success of a school in re-enrolling those students who dropout or withdraw. It was projected that more frequent re-entry opportunities, shorter sessions, and a more relevant and appealing curriculum would encourage those students who withdrew to re-enter school. A ratio of re-entries (R_5's) to dropouts (W_7's) was chosen as the comparison figure (see Objective 1.4 for definitions of W_7 and R_5). The ratios for South Mountain High School are presented below for 1972-73, 1973-74, and 1974-75. Comparable figures are also presented for the System for 1973-74 and 1974-75.

TABLE 3

Ratio of Re-entries to Dropouts for South Mountain and the PUHS System for Three Years*

	1972-73	1973-74	1974-75
South Mountain	26.1%	14.3%	41.6%
PUHS System	x	23.6%	29.0%

*Figures for 1972-73 are based on the first six months; 1973-74 are based on the First and Second quarters; 1974-75 are based on the Second and Third quarters. All figures are for the time period of September to February.

In order to meet Objective 1.5, at least 39.2% (26.1% x 1.5 = 39.2%) of the W_7's in the Second and Third quarters would have had to re-enter South Mountain High School. This objective was met as 41.6% of the students who withdrew, re-enrolled. As noted in Objective 1.4, a change in administrative policy might partially account for the increase in the proportion of students dropping out who re-entered. It is most likely that there are a number of factors affecting this figure, and the effects of the Year Round School are probably included in this interaction.

The latter objective was the only objective dealing with absences, dropouts, and re-entries that was achieved. From 1973-74 absence rates decreased (althought not as much as the District), the dropout rate decreased (more than the District), and the proportion of students who withdrew and re-entered increased significantly.

Many of the characteristics associated with the Year Round School program were present in 1973-74. A major difference between the 1973-74 and 1974-75 programs was the inclusion of the summer quarter in the latter.

These statements indicate that a positive trend is present when comparing the 1973-74 and 1974-75 Year Round School programs. It is most probable that changes in administrative leadership for these two time periods have had at least as much effect on these variables as the Year Round School program. However, it is likely that the basis for the achievement of this objective is a function of the Year Round School program.

OBJECTIVE 1.5 ACHIEVED

DESCRIPTION: OBJECTIVE 1.6

At the time of pre-enrollment for the 1975-76 school year, the number of tenth, eleventh, and twelfth grade students electing to enroll at South Mountain High School for the first session, 1975, will be one-fifth greater (120%) than the number of tenth, eleventh, and twelfth grade students who pre-enrolled for the first session, 1974.

EVALUATION: OBJECTIVE 1.6

A major difference in the Year Round School Program at South Mountain High School and a nine-month program is that a full educational program is offered during the summer months with the Year Round School. In order for a Year Round School to effectively and efficiently offer a comprehensive program it is necessary that sufficient numbers of students attend each quarter.

It was hoped that after a full-year under the Year Round School, more students would choose to attend the summer quarter, i.e., first session. Objective 1.6 was designed to assess the effect the Year Round School might have an encouraging students to attend the summer quarter. It was necessary to state the objective in terms of pre-enrollment figures because dates for completing the final report for the 1974-75 Year Round School did not allow sufficient time for collecting actual enrollment figures for the 1975 summer quarter. Any final recommendations and decisions about the Year Round School should be reserved to include enrollment figures for the first and second sessions in 1974-75 and 1975-76 school year.

Evaluation procedures outlined in the 1974-75 Year Round School Continuation Proposal stated that pre-enrollment figures for the first session at South Mountain as of March 15, 1974, and March 15, 1975, were to be compared. The evaluation of this objective was modified so that tenth, eleventh, and twelfth grade pre-enrollment figures for South Mountain's first session in 1974-75 as of June 12, 1974, were compared with the pre-enrollment figures for South Mountain's first session in 1975-76 as of June 4, 1975. The later dates were chosen in order to obtain figures that were as close to the beginning of the first sessions as possible. The dates are 12 days before the beginning of the first session each year.

As of June 12, 1974, three hundred sixty-four (364) tenth, eleventh, and twelfth grade students had pre-enrolled for the first session at South Mountain High School. In order to meet Objective 1.6, 437 tenth, eleventh, and twelfth grade students (364 x 1.2 = 437) must have pre-enrolled for the first session. As of June 4, 1975, five hundred fourteen (514) tenth, eleventh, and twelfth grade students had pre-enrolled for the first session at South Mountain High School. Objective 1.6 was met as the number of tenth, eleventh, and twelfth grade students who had pre-enrolled for the first session at South Mountain High School in 1975-76 was 40.7% greater than the number of students who had pre-enrolled for the first session in 1974-75.

Additional information was obtained by comparing the pre-enrollment figures for the first sessions in 1974-75 and 1975-76 by grades. The number of students who had pre-enrolled for the first sessions 12 days before the sessions began are listed in Table 4 by grade level for each year.

TABLE 4

Pre-enrollment Figures for the First Session
at South Mountain High School by Year and Grades*

Year	9th	10th	11th	12th	Total
1974-75	77	77	101	186	441
1975-76	58	133	121	260	572

*Figures as based on pre-enrollments 12 days prior to the beginning of the First session in 1974-75 and 1975-76

It is apparent from these data that the first session is most attractive to twelfth graders and least attractive to ninth graders. This trend might be attributable to the desire of twelfth grade students to complete school early or to work before continuing their post-secondary education.

Althought the trend in total pre-enrollment figures is encouraging, some attention needs to be given to the pattern in the ninth grade. The number of ninth graders who pre-enrolled for the first session was 77 and 58 for 1974-75 and 1975-76 respectively. It is difficult to offer a comprehensive program when there are only enough students within a grade for one or two classrooms. Specifically, the number of elective courses which can be offered with small numbers of students becomes restricted. If the number of ninth grade students enrolling for the first session can be increased, the difficulties encountered in building class schedules will be reduced.

In summary, Objective 1.6 was met and it is recommended that attention be given to increasing the number of students, particularly ninth graders, in the first session. If the number of students is not sufficient within each quarter to offer a complete schedule of classes or if reduced pupil/teacher ratios are not acceptable, the continuation of a Year Round School at South Mountain High School will need to be justified on the basis of other data.

OBJECTIVE 1.6 ACHIEVED AS MODIFIED

DESCRIPTION: OBJECTIVE 1.7

At the time of pre-enrollment for the 1975-76 school year, the percentage of eighth grade graduates from the Roosevelt Elementary School District electing to enter the programs at South Mountain High School for 1975-76 will increase by one-tenth (10%) over the percentage of eighth grade graduates from the district who elected to enter South Mountain High School during pre-enrollment for 1974-75.

EVALUATION: OBJECTIVE 1.7

It was hoped that an increase in the proportion of students who select South Mountain High School as their high school would increase from 1974-75 to 1975-76. As mentioned in the introduction, several of the Roosevelt Elementary School District schools have year-round programs.

The evaluation of Objective 1.7 was modified in the same manner as Objective 1.6. That is, pre-enrollment figures were obtained for dates which were closer to the beginning of the 1974-75 and 1975-76 school years at South Mountain High School than the dates in the 1974-75 Year Round School Continuation proposal. Pre-enrollment figures for eighth graders were obtained for June 12, 1974, and June 4, 1975, which are 12 days before the beginning of the respective school years. Spring eighth grade membership figures for the Roosevelt Elementary School District were obtained as the basis for computing percentages. The number of eighth graders who pre-enrolled for South Mountain High School, the total number of Roosevelt Elementary School eighth graders, and the percentage of eighth graders pre-enrolled for South Mountain High School are presented in Table 5.

TABLE 5

Eighth Grade Pre-enrollments at
South Mountain High School for 1974-75 and 1975-76*

	Number of 8th graders pre-enrolled for South Mountain	Total number of Roosevelt Eighth Graders	Percent of 8th Graders pre-enrolled for South Mountain
1974-75	746	1,163	64.1%
1975-76	647	1,048	61.7%

*The number of eighth graders pre-enrolled for South Mountain were obtained by adding the number of students enrolled for each quarter and dividing by three. Each eighth grade student should have enrolled for three of the four quarters.

Objective 1.7 was not met as there was a decline from 1974-75 to 1975-76 in the percent of eighth grade students pre-enrolling for the ninth grade at South Mountain High School. There was a total of 99 fewer ninth grade students enrolled for the ninth grade at South Mountain High School in 1975-76 than in 1974-75. As stated in the discussion of Objective 1.6, the number of eighth grade students who pre-enrolled for the first session also decreased from 77 in 1974-75 to 58 in 1975-76. If one of the major objectives of a Year Round School is to provide a complete educational program each quarter, the trend in ninth grade student enrollment will need to be reversed if the Year Round School is to be assessed as successful.

It is appropriate at this point to comment on the confounding of the effects of the Year Round School Program at South Mountain High School and other extraneous variables. As stated in the Evaluation Design it is difficult to isolate the effects of the Year Round School from other effects such as administrative changes and shifts in student populations.

An example of shifts in student populations which tend to occur from year to year can be observed by examining the choices of schools for students living in the South Mountain High School attendance area. The number and percent of students residing in the South Mountain High School attendance area who choose to attend other Phoenix Union High School System schools has increased during the last three years:

	Number	Percent
1972-73	782	23.6%
1973-74	993	28.9%
1974-75	1,079	32.4%

Thus, in addition to any effects the Year Round School might have on influencing students to choose South Mountain High School, there is an increasing trend for students to choose other Phoenix Union High School System schools. The increase from 1973-74 to 1974-75 was not as great as the increase from 1972-73 to 1973-74. It is possible that the Year Round School at South Mountain High School was effective in slowing the increase. Pre-enrollment figures for 1975-76 indicate that there will be approximately 100 fewer freshmen at South Mountain High School in 1975-76 than in 1974-75. It appears that whatever effects the Year Round School at South Mountain High School has had on attracting students to South Mountain High School, those effects have not been sufficient to decrease the number of students leaving South Mountain High School for other Phoenix Union High School System schools.

Objective 1.7 was not met. This result appears to be attributable in part to factors or variables other than the Year Round School. As mentioned earlier, better evidence will be available when the actual 1975-76 enrollments are known for the Phoenix Union High School System schools.

OBJECTIVE 1.7 NOT ACHIEVED

DESCRIPTION: OBJECTIVE 1.8

In a survey of all students attending South Mountain High School on February 20, 1975, a majority will express approval of the change to the Elective Sessions Program.

EVALUATION: OBJECTIVE 1.8

The evaluation of Objective 1.8 was modified in two ways: (1) Due to conflicting times of other student surveys on the South Mountain campus, February 11, 1975, was selected as a more appropriate survey date in terms of student and faculty time parameters, and (2) the survey was administered to a 23.6% sample of students rather than to the entire student body. The proportions of respondents by ethnic group was very similar to the total school. No less than 17% of a class was included in the sample.

A summary of the results and the questionnaire are presented in Appendix C. It should be noted that the questionnaire on Year Round School was combined with that used in a student perception survey and a North Central survey. It was not possible to obtain permission to do three surveys and therefore the above method was used as a satisfactory alternative.

Objective 1.8 was met as 63% of the respondents agree the Year Round School was worthwhile. A majority of the students (61% - Agree; 16% - Disagree; and 24% - Undecided) would like to see South Mountain High School stay on the four-quarter Elective Sessions Program. Students checked "I like the idea of being able to choose a vacation period other than summer" more frequently (80% - Agree) than any other item. Next in students' preferences for liking the Elective Sessions Program were the opportunities for changing classes, teachers, and schedules more frequently. Each item had more positive than negative responses. "It hurts school spirit when some of the kids are on vacation some of the time" provided the least support for the Elective Sessions Program with only 39% of the students disagreeing. In summary, a majority of the students approve of the Elective Sessions Program and would like to see it continue.

OBJECTIVE 1.8 ACHIEVED

DESCRIPTION: OBJECTIVE 1.9

In a survey of all fulltime classroom teachers, counselors, and librarians of the South Mountain High School staff during February, 1975, a majority of those responding will express approval of the change to the Elective Sessions Program.

EVALUATION: OBJECTIVE 1.9

A survey of the teachers (N = 91), counselors (N = 10), and librarians (N = 4) was conducted from February 6, 1975, through February 12, 1975. The questionnaire solicited responses indicating preferences for teaching under the four-quarter or the two-semester plan, reasons for the preferences, and recommendations for rejection or retention of the four-quarter plan. A complete summary of the results, the questionnaire, and summaries of comments to open-ended questions, are presented in Appendix D.

Objective 1.9 was met as 63.8% of the respondents did indicate a preference for teaching under the four-quarter plan and recommended that South Mountain High School continue on the four-quarter plan. Only 23.8% indicated a preference for teaching under a two-semester plan and recommended that South Mountain High School return to a two-semester plan.

Sustained student interest in courses of shorter length and opportunity to increase earnings by teaching year-round were the two reasons chosen most frequently for preferring the four-quarter plan. The two reasons chosen most frequently for preferring a two-semester plan were: (1) the four-quarter plan fragments courses content too much, and (2) short courses do not allow ample time to know students. The open-ended comments focused on various issues.

The four quarter plan was chosen over the two-semester plan by a 5:2 ratio which denotes a high degree of acceptance by the staff.

OBJECTIVE 1.9 ACHIEVED

DESCRIPTION: OBJECTIVE 1.10

A majority of a random sampling of one-fourth (25%) of the parents of South Mountain High School students enrolled during the third session, 1975, will express approval of the change to the Elective Sessions Program.

EVALUATION: OBJECTIVE 1.10

A survey was mailed to 867 households, approximately 50%, on February 4, 1975. As of March 3, 1975, 165 parents had responded. The survey was administered in both English and Spanish. The survey and a complete summary of survey results are presented in Appendix E.

Due to the low proportion (19%) of parents responding, a follow-up telephone survey was done to determine if the 19% who responded to the mailed survey reflected the opinions of the total parent population. It was decided to obtain a 10% (N = 70) random sample of the non-respondents inquiry. To obtain a 10% sample of nonrespondents, 92 contacts were made. Of those contacted, 15 (16.3%) had already returned the questionnaire; 7 (7.6%) refused to respond by phone; and 70 (76%) responded to two questions selected from the original questionnaire. A comparison of the phone survey and mail survey responses are presented in Table 10.

TABLE 6

Phone Survey and Mail Survey Responses to Two

Questions About the Year Round School

1. I believe the Year Round School program is better for my child than the two-semester school year.

	AGREE	DISAGREE	UNDECIDED
PHONE SURVEY	44 (62.8%)	20 (28.6%)	6 (10.3%)
MAIL SURVEY	98 (59.4%)	50 (30.3%)	17 (8.6%)
TOTAL	142 (60.4%)	70 (29.8%)	23 (9.8%)

$X^2 < 1$, df = 2, $p > .10$

2. I would like to see South Mountain High School return to a two-semester 9 month school year with a summer vacation.

	AGREE	DISAGREE	UNDECIDED
PHONE SURVEY	26 (37.1%)	38 (54.3%)	6 (8.6%)
MAIL SURVEY	63 (38.2%)	86 (52.1%)	16 (9.7%)
TOTAL	89 (37.8%)	124 (52.8%)	22 (9.4%)

$X^2 < 1$, df = 2, $p > .10$

From these results it is apparent that there are no significant differences in the responses to the two surveys. Therefore it seems likely that the respondents to the mailing are a representative sample of the South Mountain High School parents.

As evidenced in Table 10 over 60% of the parents agree that the Year Round School Program is better for their children than the two-semester school year. A majority (52.8%) does not want South Mountain High School to return to a two-semester, 9 month school year with a summer vacation. Only 37.8% of the parents would like to see South Mountain High School return to a two-semester plan.

Responses to other questions in the survey suggest that parents prefer the Year Round School because of the flexibility in choosing classes, change in class schedule every 11 weeks, and the summer job opportunities for the

students. Less than half the parents (41.8%) indicated they would like to choose a vacation period other than during the summer.

OBJECTIVE 1.10 ACHIEVED

DESCRIPTION: OBJECTIVE 1.11

A comprehensive program will be developed and implemented for dissemination of information about the Elective Sessions Program.

EVALUATION: OBJECTIVE 1.11

Objective 1.11 has been successfully completed as per the guidelines of the Year Round School Continuation Proposal. Specifically the guidelines direct that (1) a weekly newsletter reflecting the activities of the year round school project would be published and disseminated. The newsletter was published and distributed to the faculty and administration of South Mountain High School during all four quarters of the 1974-75 school year. In addition, copies were distributed to other administrators of the Phoenix Union High School System, interested Citizen Advisory Councils, Arizona State Department of Education, Project Auditors, and to any other person or office requesting it. Copies of the newsletter are available in Appendix H of this report.

In addition to the newsletter, the guidelines direct that two (2) descriptive brochures would be developed by staff personnel and distributed to interested parties on a local, statewide or national basis. The two brochures were distributed at every presentation (local/state/national) of the Elective Sessions Program by project personnel. In addition, copies were mailed to numerous interested parties, including the Arizona State Department of Education and Project Auditors. The two brochures are included for examination in Appendix I.

Beyond the two aforementioned dissemination components, the guidelines directed that an audio-tape/slide presentation be prepared for project dissemination. A copy of the audio-tape/slide presentation has been presented to the Arizona State Department of Education, ESEA Title III Office with this final evaluation report.

In lieu of the one day seminar for not more than fifty visiting educators mentioned in the Continuation Proposal, presentations were given to any group of visiting educators. Also a local seminar was hosted by the Western Association of Year Round Schools wherein the Elective Sessions Program was presented and critiqued by visiting educators. This, in addition to a one day display of the Elective Sessions Progarm at the Arizona State Educational Fair satisfies the requirements of this part of Objective 1.11.

Finally, Appendix F contains those visitations, publications, presentations, and participatory activities which were part of the dissemination objective. This log shows a comprehensive dissemination program beyond the scope of the guidelines of the Continuation Proposal.

OBJECTIVE 1.11 ACHIEVED

DESCRIPTION: OBJECTIVE 2.1

During the second and third sessions, 1974-75, seventy-five percent (75%) of the South Mountain High School students requesting assistance of the Jobs Coordinator in finding vacation employment during those sessions will be placed in vacation time jobs through the efforts of the Jobs Coordinator.

EVALUATION: OBJECTIVE 2.1

Another anticipated benefit of a Year Round School program at a high school level is the job opportunities for students during periods other than the summer months. Specifically, it appears likely that students with a vacation period other than the summer will be more successful in obtaining employment during the vacation period. The previous statement is based on the fact that fewer students compete for jobs during time periods other than summer.

The number of students requesting assistance in finding employment during their vacation and the number and percent of students who were placed in jobs for each quarter are presented in Table 7.

TABLE 7

Number and Percent of South Mountain High School Students Requesting and Finding Jobs During Their Vacation Period

	Number of Students Requesting Jobs	Number of Students Placed	Percent of Students Placed
First Quarter	176	140	79.5%
Second Quarter*	17	17	100.0%
Third Quarter	61	60	98.4%
Fourth Quarter	54	52	96.3%
Total	308	269	87.3%

*In the Second quarter there were at least 13 more positions which could have been filled if there had been additional students seeking or wanting jobs.

The results in Table 7 clearly indicate the relative differences in jobs placement success. A high proportion of students seeking jobs was able to find jobs during their vacation periods. The percent of students who were able to find jobs was approximately 20% greater in the second, third, and fourth quarters than the percent in the first quarter. In fact, there was not a sufficient number of students seeking jobs during the second quarter to fill all the positions. The data in Table 7 indicate that there is a decided advantage for students seeking jobs at times other than the summer months. Statements from the Jobs Coordinator add additional support regarding relative ease in finding jobs in the different time periods and indicate that parents and students are not fully aware concerning the effects of the time of year on job opportunities. The Jobs Coordinator at South Mountain High School is to be commended on the efforts which were necessary to attain these results.

Again, these data are evidence that if South Mountain High School is to gain the full benefits of a Year Round School Program, a method needs to be developed to distribute the student enrollment more evenly in the four quarters. Specifically, there is a need for more students to enroll in the first session and for more students to select the second session as a vacation period.

OBJECTIVE 2.1 ACHIEVED

DESCRIPTION: OBJECTIVE 4.1

Prior to June 30, 1975, the Project Staff will prepare a report to the Superintendent of Schools and Board of Education which makes a recommendation with regard to discontinuing the Elective Sessions Program, continuing the Elective Sessions Program at South Mountain High School, or extending the Elective Sessions Program to other district high schools.

EVALUATION: OBJECTIVE 4.1

The recommendation contained in Objective 4.1 is based upon the following data:

A. A summary of Objectives 1.1 to 1.11 and 2.1

B. A comparison of operational costs per pupil under the Elective Sessions Program to operational costs per pupil for other district schools.

C. A summary of the effects of the Elective Sessions Program on utilization of facilities.

A. Summary of Achievement or Nonachievement of Objectives 1.1 to 1.11 and 2.1

Objective	Achieved	Objective	Not Achieved
1.1	Four-Quarter Plan scheduled	1.3	Absence rate reduced 20%
1.2	Instructional packets developed	1.4	Dropout rate reduced 20%
1.5	Re-entry rate of dropouts increased 50%	1.7	Eighth grade pre-enrollment increased 10%.
1.6	Pre-enrollment for first session increased 20%		
1.8	South Mountain High School student approval of Year Round School		
1.9	South Mountain High School staff approval of Year Round School		

Objective	Achieved	Objective	Not Achieved
1.10	South Mountain High School parent approval of Year Round School		
1.11	Dissemination of information concerning Elective Sessions Plan		
2.1	Over 75% of students requesting jobs during vacation quarter placed		

B. Comparison of Operational Per Pupil Costs Under the Elective Sessions Program to Operational Per Pupil Costs for Other District Schools

Costs per pupil for 1974-75 based on the high point membership at the end of September, 1974, were:

South Mountain High School:	$ 1,067.05
Total Phoenix Union High School System:	$ 876.21
Total Phoenix Union High School System without South Mountain:	$ 859.60

The costs include regular and special education programs but do not include capital or federal funds expenditures.

It is apparent that the per pupil expenditures were greater at South Mountain High School than in the PUHS System. Costs in the amount of $446,000 were budgeted to initiate the Year Round School at South Mountain High School. Such costs are allowed to be budgeted outside of normal district budget limitations under state statute and with approval of the State Department of Education. These costs should not be as great in succeeding years and should not be construed as yearly costs necessary to maintain a Year Round School Program.

Several factors contributed to the approximately $200 per pupil greater expenditures at South Mountain High School than in the total PUHS System:

1. Allowance was made for a 10% lower teacher/pupil ratio
2. South Mountain High School was staffed with three more administrators than most PUHS System schools
3. Many nine-month and ten-month certificated and classified employees' contracts were extended to twelve months.

4. Summer usage increased utility costs.

5. Part of the cost for the 1975-76 South Mountain High School school year was included in the 1974-75 fiscal budget since the calendar year and budget year did not coincide.

6. Additional support is provided by the PUHS System to all "inner-city" or low income schools.

Some costs are not related to the operation of a Year Round School (e.g., additional support for "inner city" schools); other costs were necessary for the initiation of a Year Round School program but will not be necessary after 1974-75 (e.g., costs for other than a current school year); and still other costs which are related to the operation of a Year Round School can be adjusted in future years.

Summarizing, there were additional costs incurred with the operation of the Year Round School program at South Mountain High School. It is possible that many excess costs which have been incurred during the initial year of the Year Round School program can be minimized or eliminated in the future thereby bringing per pupil expenditures at South Mountain High School more in line with the PUHS System per pupil expenditure.

C. Summary of the effects of the Elective Sessions Program on Utilization of Facilities

One of the most frequently cited advantages of a year-round school over a nine month school is the more complete utilization of facilities. Both educators and laymen have stated that the non-use of school facilities during summer months is an inefficient use of those facilities. If the number of students served by a school is spread equally over a 12 month period instead of a conventional 9 month school year, 25% fewer facilities (e.g., classroom space) would be needed.

The purpose of this section is to compare the facilities which were used in the 1974-75 four-quarter plan at South Mountain High School with the facilities that would have been used with a nine-month school calendar. High point memberships for each quarter at South Mountain High School in 1974-75 were:

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
571	2,250	2,136	1,650

It is obvious from these figures that South Mountain High School needed sufficient facilities to serve at least 2,250 students during the Second Session in 1974-75. The high point membership at South Mountain High School for 1974-75 was 2,316. The 2,316 reflects the 2,250 high point membership in the second session plus 66 students who attended the first session but did not attend the second session. A comparison of these figures implies that the Year Round School resulted in a decrease from the facilities needed to serve 2,316 students to the facilities needed to serve 2,250 students. The difference of 66 students means the Year Round School needed approximately two fewer classrooms than would have been needed with a nine-month calendar.

Other data concerning the effects of the Year Round School on facility utilization are the number of students who elected each quarter as a vacation period. Twenty (20) students selected the second quarter, which had the greatest high-point membership, as a vacation. This implies that the Year Round School resulted in a facilities "savings" of 20 students or approximately one classroom less than would have been necessary with a nine-month plan.

The discrepancy in the numbers 20 and 66 is attributable to the number of students who either transferred to another school or dropped out of school in the first quarter. The most appropriate conclusion from these data is that there was a reduction of 20 to 66 students in the number of students who attended South Mountain High School at any one time under the four-quarter plan compared to the number of students who would have attended South Mountain High School at one time under a nine-month plan.

In summary, a savings of 25% in facilities was not realized with the Year Round School at South Mountain High School in 1974-75. A Year Round School plan can have an effect upon the facilities needed for schools. In order to take advantage of the <u>potential</u> reduction in the facilities required to serve a given number of students the membership in each quarter needs to be more nearly equal.

Recommendations and Conclusions

As stated earlier, final recommendations concerning the future of the Year Round School need to be withheld until actual enrollment data for the 1975-76 school year is confirmed. Achievement test data will be available during the early part of the 1975-76 school year and will be useful in assessing the progress of South Mountain High School students in different academic areas.

A recommendation was made on June 12, 1975, to the Phoenix Union High School System Board of Education which stated (Appendix G):

> It is recommended that the Board of Education approve the continuation of a Year Round School Program at South Mountain High School beginning July 1, 1975, through June 30, 1975.

It was also stated that the Administration will make a recommendation to the Board of Education by February 1, 1976, to continue, modify or discontinue the Year Round School program at South Mountain High School. This recommendation will be based upon the evaluation of the objectives contained in this report, actual enrollment data for 1975-76, achievement test data, further cost analyses, and other relevant data which can be collected prior to February 1, 1976.

It is recommended that in addition to collecting the additional data for a final recommendation, attention be given to:

1. increasing the number of students who elect to attend the first session at South Mountain High School
2. increasing the number of South Mountain High School students who elect the second session as a vacation period.
3. decreasing extra operational costs incurred because of the Year Round School program.